

Less is More: Use of Video to Address the Problem of Teacher Immediacy and Presence in Online Courses

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Online courses are becoming more common at institutions of higher education, yet teaching online creates many challenges, including how to foster instructor immediacy in the online learning environment. Student feedback on audio and video teaching techniques were collected in two undergraduate online classes. Students thought that using video in multiple ways (weekly announcements and assignment feedback) provided increased immediacy and motivation for online students in two Communication courses: Mass Media and Society and Communication Theory. Ultimately, instructors can make a positive difference in perceived instructor immediacy and presence with small changes through general class directed videos and short weekly video announcements (roughly 3 minutes in length) periodically throughout the semester. Use of short videos for feedback as opposed to longer lecture-based videos can be a useful instructional technique for a wide range of online courses within higher education.

The 2016 Global Shapers Survey of 25,000 young people from across the world found that 77.8% of the respondents reported having taken an online course, which begs the question, “Is online learning the future of education?” (Yu & Hu, 2016). Furthermore, Babson Survey Research Group (2015) identifies, as a result of the Survey of Online Learning, the trend of increasing distance education enrollments even in the face of declining overall higher education enrollments in the U.S. This may indicate a shift in the American higher education landscape (see also Friedman, 2017). Clearly, higher education students throughout the world are engaging in online educational settings. At many higher education institutions, an increase in demand for online courses means that more instructors may need to adapt courses that may have traditionally been taught in face-to-face contexts to the online format. Given that educational research has routinely documented challenges of connecting students and faculty in the online classroom, as educators we must continue to strive to refine our instructional strategies to enhance online learning environments.

Combined with the ever-increasing online learning environment is the buzz phrase of “millennial learners” and the perception that in order to teach this group, teaching strategies must be modified in ways to hold their attention spans (Sanchez, 2016). Furthermore, members of the millennial generation have been noted to utilize video content (Bazilian, 2017). Not all higher education students obviously fall into this mindset, but it is clear that as we live in a digital age of snapchat, tweets, and concise hashtags, we must recognize and reflect on our own teaching practices and strategies to best reach students and enhance learning (Villena-Alvarez, 2016). Thus, we wanted to explore our idea of #lessismore with regard to

increasing teacher immediacy with using concise videos in online courses.

At our university, we were part of a semester-long interdisciplinary workshop to improve our online courses—Mass Media and Society and Communication Theory—based on research-informed best practices in online pedagogy. Mass Media and Society is a lower division general education course that enrolls students from all majors (not just Communication) to explore the role of media in shaping society and can be seen broadly as a media literacy class. Communication Theory is an introductory upper-division course in Communication that serves primarily as a way for Communication majors to explore the guiding theories across the field of Communication (though the class is also an elective for several other campus majors). A common theme discussed by faculty from across campus during the semester-long workshop was not feeling as immediate or present with students as compared to face-to-face courses. Additionally, students we had taught in previous face-to-face courses noted that they felt less connected with us (or less immediacy) in the online courses than in face-to-face classes. Thus, as an outgrowth of the semester-long workshop, we both incorporated various forms of audio and video feedback into our online courses and surveyed students about their reactions to, preferences for, and the impacts on immediacy of that digital content. While these two courses are in Communication by discipline, the strategies employed can be applied across higher education online classes because the techniques used are not specific to the field of Communication. This article extends previous theorizing in instructional immediacy in online teaching by operationalizing and measuring the perceived impacts of audio and video content on student perceptions of immediacy. This allows us to offer practical advice to help instructors translate instructional immediacy theorizing into pedagogical practice.

Theoretical Framework

The guiding problem this instructional strategy is attempting to solve is understanding how to enhance a connection between instructors and students in an online learning environment. Furthermore, when solving this problem, how frequently does an instructor need to use an instructional strategy to see positive results by students? The notion of “a connection” has been theorized and understood by such concepts like teacher immediacy and social presence. Within the discipline of Communication, teaching immediacy has been characterized as the communication behaviors that reduce the distance (social, physical, and/or psychological) between teachers and students (Andersen, 1979). Teaching behaviors that enhance closeness can be nonverbal (e.g., direct eye contact, facial expressions, or movement) or verbal (asking questions, inclusive language, personal examples, or humor, for example) (Schutt, Allen, & Laumakis, 2009). Research has generally suggested that instructors who have greater immediacy behaviors will lead to greater success and satisfaction in the classroom while creating “an environment where student motivation, engagement, and learning can flourish” (Mazer & Stowe, 2016, p. 23; see also Christophel, 1990; Mazer, 2013; Plax, Kearney, McCroskey, & Richmond, 1986; Witt, Wheelless, & Allen, 2004).

Instructor immediacy is harder to accomplish while teaching in an online course (see early discussion LaRose & Whitten, 2000). Early research investigated distance education and noted that perceived teacher immediacy was significantly higher for a live (face-to-face) classroom when compared to a distance education setting (Carrell & Menzel, 2001; see also Freitas, Myers, & Avtgis, 1998; Hackman & Walker, 1990). While immediacy is more challenging to accomplish in a non-face-to-face course, studies investigating online courses are consistent with traditional face-to-face courses in reinforcing the influential role of instructor immediacy in establishing a conducive online learning climate (Baker, 2004; see also Arbaugh, 2010; Schutt et al., 2009; Umphrey, Wickersham, & Sherblom, 2008).

Social presence can be understood as a subset, but closely related to teacher immediacy, as Short, Williams, and Christie (1976) initially theorized that a critical factor of a communication medium is the social presence that it can convey. This can be interpreted as “the degree to which a person is perceived as ‘real’ in mediated communication” (Richardson & Swan, 2003, p. 3). While research on online settings has shown social presence can be established in a text-based medium (Gunawardena, 1995), it can more easily be established with vocal cues and the use of audio (Ice, Curtis, Phillips, Wells, 2007; Tu & McIssac, 2002). With the development of technology in online classes,

the use of video, which allows for visual cues, has been reported to make an instructor feel even more “real” and present to students because a student can see and hear the instructor (Borup, West, Thomas, & Graham, 2014; Clark, Strudler, & Grove, 2015; Han, 2013; Miller & Redman, 2010; Seckman, 2018). Research has generally suggested that greater social presence of an instructor to be related to increased affect for the instructor and course, as well as increased student satisfaction when applied to online learning environments (Dixson, Greenwell, Rogers-Stacy, Weister, & Lauer, 2017; Draus, Curran, & Trempus, 2014; Kehrwald, 2008; Richardson & Swan, 2003). Thus, social presence of an instructor can be enhanced by selecting a range of appropriate communication media like text, audio, or video in online classes to have potential benefits for the online learning environment (Thomas, West, & Borup, 2017).

Strategies researched to improve immediacy in online settings have focused on techniques like students providing feedback to students in online discussions (Conaway, Easton, & Schmidt, 2005) and instructor use of mini audio presentations in online discussions (Dringus, Snyder, & Terrell, 2010). Research has also looked at the impact of instructor generated video content in online settings through the theoretical lens of social presence. Draus and colleagues (2014) found that overall satisfaction with the course and student engagement (measured by the amount and depth of discussion posts) with the course increased, but most of this perceived value of instructor-generated video content was connected to the weekly 45-55 minute video lectures that replaced the viewing of the PowerPoint slideshow by students. Research on the longer video lecture format in online settings has noted the value in potentially increasing social presence, but it also noted some limitations with the instructor’s face being reported as distracting and suggestions for periodical omission (Kizilcec, Bailenson, & Gomez, 2015; Lyons, Reysen, & Pierce, 2012). This particular study is not focused on the longer lecture format, but other research has started to unpack the various video lecture types of lecture capture, voice over, and picture and picture (Chen & Wu, 2015).

We were interested to further investigate the various types (shorter in length and not lecture format) of videos that instructors can use to increase immediacy and presence of the instructor. While not using the exact theoretical lens, Glazier (2016) conceptualized building rapport with online students by using strategies of emailing each student a personal email reminder of assignments due each week, weekly video updates every week, and providing extensive personal feedback on assignments in order to measure final course grade and retention. It was found that employing these

three rapport-building teaching techniques did lower the number of online students who earned a D or F and lessened course withdrawals; however, it was not possible to tease out which of these strategies and the frequency contributed to such success. Broadly, the use of visual-audio images in online courses by an instructor have been noted to enhance the social presence (direct immediacy) of the instructor even though it was found that courses were less likely to frequently use visual-audio (Dixson et al., 2017). Thus, further research needs to explore this instructional strategy of using video in online courses, with particular attention to frequency of use, through the lens of building teacher immediacy and social presence. Also within the context of our current digital age, more instructional strategies should incorporate tools that address how students utilize technology. This study addresses those gaps by providing a more explicit look at translating instructional immediacy theorizing into discrete practice using audio and video in the online classroom.

Process

Both instructors incorporated video instructional techniques (including video announcements and video feedback on assignments) in order to determine if those tools could foster a sense of increased immediacy and presence in an online course. The techniques of incorporating and measuring those audio and video instructional techniques varied slightly to best fit the learning outcomes of the respective courses. In the Mass Media and Society course, the instructor sent a weekly announcement every Monday to provide an overview to note upcoming assignments, highlight key mistakes past students have done with the assignment, and give a concise general course recap. Periodically, instead of the instructor sending this announcement in written form only, the announcement took the form of a short video (roughly 3 minutes in length). The instructor was interested in how the students responded to the addition of the video to increase instructor presence and the frequency in which students wanted to receive such messages. In Communication Theory the instructor experimented with sending two forms of video

assignment feedback. First, the instructor sent individual-level video (using screen capture technology) feedback to students on their proposal assignment for the major end-of-class paper. The instructor also sent general video feedback to the entire class after each major written assignment in the course (4 assignments total) highlighting general areas of strength and areas for improvement.

Surveys were completed to measure student feedback for each strategy (See Appendices A and B). Surveys were conducted for the online Mass Media and Society course in Fall 2013 (19 completed) and Spring 2014 (16 completed). Surveys were conducted for the online Communication and Theory course in Fall 2013 (26 completed). These surveys were analyzed to help us better understand how these video tools affect perceived instructor immediacy in the classroom and frequency of such instructional strategies. Though the forms of video feedback and precise methods of assessment varied in ways fitting for each individual class, we were struck by similar patterns in the findings demonstrated by the evidence and report those findings below as they may be relevant to teaching online classes generally.

Results

Mass Media and Society

Most of the respondents had taken multiple online courses with 58% reporting 6 or more classes and 21% reporting 4 or more classes. Students found the use of the weekly announcements in Mass Media and Society to increase the immediacy of the instructor were strong with 52% strongly agreeing and 36% agreeing with use of the video helping to increase the presence of the instructor. When students were asked how often they wanted to see video announcements, they responded that adding a video every week (18%) to the written announcement was not ideal. Rather, adding a video roughly $\frac{3}{4}$ of the weeks in the semester (30%) or $\frac{1}{2}$ of the weeks in the semester (30%) tied. The ideal length for the video announcement was not as clear, but the trend was toward shortening the length: 27% chose between 3 and 3 1/2 minutes, and 27% chose between 2 1/2 and 3 minutes. The majority of the remaining respondents opted for an even shorter time.

Table 1
Ideal Length of Video for a Course Announcement

3:30-4:00 minutes	12%
3:00-3:30 minutes	27%
2:30-3:00 minutes	27%
2:00-2:30 minutes	18%
1:30-2:00 minutes	15%

Comments from the open-ended questions suggest that students found value in the video use and increasing immediacy and presence. Three statements demonstrate this value:

- Professors are more present through the online video announcement (which I love!) as well as through email/Canvas message discussions. It was always great to know I would get an answer when I emailed/messaged.
- I do think that videos help connect with instructors. In a way, it helps you see how they are thinking, and how they are wanting something to sound, especially in papers.
- I really enjoyed the lecture/update videos. It established a connection between the Professor and myself, unlike other online classes I have had where I never really see or hear the professor. Not knowing who is assigning your work can be bad for motivation. One other way for an online professor to be more present is with timely responses to student questions. I feel you did a great job of doing that.

The videos combined with timely feedback seemed to provide greater opportunity for increased immediacy and presence and was a common theme found in the survey results. Two statements best exemplify this finding:

- Recorded videos are fantastic. I think the students feel that there is more interaction with the professor that way. I also appreciate the feedback from the instructor after tests and/or assignments. The feedback let's (sic) the student know the professor is active in the course.
- I liked the once a week videos; it helped me get to know my instructor. We got to see her mannorisomes [sic] and hear how she talked. It was a neat addition. Another thing that is important to me is for instructors to have fast feedback to communications between the students and the teachers.

While the survey did not specifically ask about feedback in an online course, it was found as helpful along with video use and supports other research findings that recognize prompt and timely feedback as “highly valued by learners and seen as a critical factor to consider in the design of e-learning and online learning” (Lister, 2014, p. 678).

Communication Theory

Though the longer survey asked about many teaching tools that may affect instructor immediacy and motivation, this particular intervention was especially interested in the use of video in the online class. On a scale of 1 = Not at All Immediate and 5 = Very Immediate, 68.1% of students in Communication Theory reported that instructor recorded videos directed at the entire online class make an instructor seem either immediate or very immediate. On the same scale, 53.4% of students in Communication Theory reported that instructor recorded videos directed individually to the student makes the instructor seem either immediate or very immediate.

Similarly, on a scale of 1 = Not at All Motivated and 5 = Very Motivated, 69.9% of students in Communication Theory reported that instructor recorded videos directed at the entire online class make a student motivated or very motivated in their online course. On the same scale, 58.4% of students in Communication Theory reported that instructor recorded videos directed individually to the student make a student motivated or very motivated in their online course. When asked about frequency, however, on a scale of 1 = Never to 5 = Daily, students reported a mean score of 2.88 for desired frequency of videos directed at the entire class and a mean score of 2.08 for videos directed at the individual student.

In general, qualitative comments indicated that students appreciated video communication at both the individual and class level from the instructor. For instance, “The more the instructor uses teaching tools like video to communicate with the student, the more motivated I will be because I feel they actually care about my work.” Another student said, “It’s difficult to stay motivated in an online class, so having an instructor who is more involved, who sends videos, is helpful in keeping students motivated.”

Yet, qualitative comments do indicate that if an instructor used too many videos, it may decrease student immediacy and motivation. For example, one student wrote, “Daily video messages without a real purpose would be distracting, not motivating.” Similarly, another student said, “I would find incessant use of video messages to be an impedance on my study habits.”

Discussion and Recommendations

Teaching Communication courses or any course in an online setting can create challenges for fostering teacher immediacy and presence. This article extends previous theorizing in instructional immediacy in online teaching by operationalizing and measuring the perceived impacts of audio and video content on student perceptions of

immediacy. This allows us to offer practical advice for audio and video use to help instructors translate instructional immediacy theorizing into pedagogical practice. We found using concise videos in multiple ways built online immediacy in positive ways. Students reported, as a whole, that they found video recordings to increase their sense of instructor immediacy and motivation in the online classroom. Interestingly, when asked to compare videos directed at the entire class (e.g., general assignment videos) with videos directed at the individual student (e.g., individual-level assignment feedback videos), the videos directed at the entire class in a general way were rated more positively both in terms of instructor immediacy and student motivation. This means that instructors can make a positive difference in perceived instructor immediacy through general entire-class directed videos and that it may not be necessary to film individual-level student feedback videos to build immediacy.

Similarly, though students generally discussed the positive impacts of instructor video announcements or video feedback, students also articulated that too many videos could actually harm their motivation in an online class. The practical take-away is that videos (even shorter in length, roughly 3 minutes) may have more impact on immediacy and motivation when used less frequently (e.g. once a week or a few times a semester). This supports our notion that indeed less can be more when trying to increase instructor presence in online settings.

Previous research had not fully made clear how students valued, or if they even listened to, the announcements or assignment feedback and what role students specifically saw those audio and video techniques playing in fostering instructor immediacy in online classrooms. As a result of our data, it is clear that students found value in these relatively rarely used, concise video techniques. For example, one student noted, “The weekly announcements were VERY helpful. Not all online use that technique and I felt this helped me to keep track of what was going on, just like attending an on campus class.”

Our recommendation for instructors based on this application and extension of previous theorizing in online instructor immediacy is that when teaching online courses, reflect on ways to use videos in concise and thoughtful ways. There is clear evidence that instructional techniques must be used in thoughtful ways to add a fuller sense of instructor immediacy in online classes. This study confirmed the results of other studies that instructor use of video capture in the form of announcements and/or assignment feedback can foster that connection. Yet, you may not need to spend a huge amount of time preparing lengthy videos for each individual student, but instead present shorter (roughly 3 minute) recaps of main themes for assignment feedback and post the video to the entire class. It might also be helpful when teaching a face-to-face course to post on

the learning management system (Canvas or Blackboard, for example) a short video recap of assignment feedback that students could go back and watch in case they missed class or want to watch after class to reflect more on how to improve. While we examined primarily the use of these shorter videos to build immediacy and presence in an online setting, there could be other educational value in shorter videos.

It can seem overwhelming to introduce new teaching strategies as an instructor when there are already demands to keep up with the status quo of course preparations for multiple courses each semester. The results of this study extend previous research by demonstrating that instructional immediacy impact can be made with small changes like adding a concise weekly announcement video periodically throughout the semester. Furthermore, if an instructor does want to try a new use of video, then the commitment may not need to be as timely as one might instinctively think to attempt a new strategy and see results. We encourage instructors to reflect more on the emerging digital landscape of concise hashtags and tweets and the impact that it can have on the overall learning environment. We do, of course, caution against going so concise that there is no substance or content remaining, but we cannot ignore that apparently #lessismore in particular circumstances.

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Appendix A
Survey for Mass Media and Society

1. Including this course, how many online courses have you taken?
 - A. 1
 - B. 2 or 3
 - C. 4 or 5
 - D. 6 or more
2. Answer the following in response to the statement below:
The once weekly announcements (repeated each Monday) helped to organize the course.
 - A. Strongly Agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strongly Disagree
3. Answer the following in response to the statement below:
The announcements with the addition of the instructor speaking in a video helped to improve understanding of course material.
 - A. Strongly Agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strongly Disagree
4. Answer the following in response to the statement below:
The announcements with the addition of the instructor speaking in a video helped to increase the presence of the instructor.
 - A. Strongly Agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strongly Disagree
5. Announcements with a video were not used every week this semester. How frequent would you prefer the inclusion of videos in the course announcements?
 - A. Every week (15 times)
 - B. Roughly $\frac{3}{4}$ of the semester (11 or 12 times)
 - C. Roughly $\frac{1}{2}$ the semester (7 or times)
 - D. Roughly $\frac{1}{4}$ of the semester (3 or 4 times)
 - E. Never
6. Videos can vary in length for course announcements. What is the ideal length of a video with the instructor speaking if the purpose is to provide an overview of course announcements?
 - A. between 3:30-4:00 min
 - B. between 3:00-3:30 min
 - C. between 2:30-3:00 min
 - D. between 2:00-2:30 min
 - E. between 1:30-2:00 min
7. Videos can vary in length for a more formal lecture of course material. What is the ideal length of a video with the instructor speaking if the purpose is to provide a lecture on course material?
 - A. 15:00-20:00 minutes
 - B. 10:00-15:00 minutes
 - C. 5:00-10:00 minutes
 - D. 0-5:00 minutes
8. In an online course, what do you think is the best way for an instructor to increase their presence? How do you feel an instructor is more present and available especially since you do not meet face-to-face?
9. Feel free to provide any other feedback about online courses. Thanks!

Appendix B
Survey for Communication Theory

NOTE - Data for this project were gathered from a larger online survey. Below are selected questions relevant to this study

Demographic Questions - Please answer the following general demographic questions

1. What is your age?
2. What is your gender?
 - A. Male
 - B. Female
 - C. Prefer not to Specify
3. How far do you currently live from the (X campus, blank for peer review)? (in driving time)
 - A. I live on Campus
 - B. Less than 30 minutes away
 - C. 30 minutes to 1 hour away
 - D. 1 to 2 hours away
 - E. More than 2 hours away
4. What is your current registration status?
 - A. Full-time student
 - B. Part-time student?
5. What is your current class standing?
 - A. Freshman
 - B. Sophomore
 - C. Junior
 - D. Senior
 - E. Graduate Student
6. What was your primary reason for taking this online course? Pick the one that BEST fits your reasoning
 - A. Course not offered on campus/ face-to-face
 - B. Distance from campus or lack of transportation
 - C. Family responsibilities
 - D. Work responsibilities
 - E. Better fits personal schedule
 - F. Other:

Opinions on teaching tools - Teaching Tools and Instructor Immediacy

Instructor immediacy is a way of saying instructor presence, personableness or approachability in an online class. In other words, does an instructor seem present, accessible and personal to you?

7. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Online announcements on Canvas (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
8. An instructor's use of the following technology makes him/her seem _____ in an online class: Emails to the entire class (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
9. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Emails to you as an individual (not to the entire class) (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
10. An instructor's use of the following technology makes him/her seem _____ in an online class: Written feedback on assignments (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)

11. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Discussion participation in which the INSTRUCTOR participated in or commented on the class discussion (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
12. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Instructor recorded video or audio messages to the entire class (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
13. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Instructor recorded video or audio messages to you individually (not to the entire class) (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)
14. An instructor's use of the following technology makes (or would make) him/her seem _____ in an online class: Synchronous meetings (you meet in "live" time -- either face-to-face or on the Phone, Skype, Adobe Connect, or other technology) (*measured on a scale of 1-5 where 1 = Not at all Immediate & 5 = Very Immediate*)

How do these teaching tools affect your motivation in the online classroom?

15. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Online announcements on Canvas** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
16. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Emails to the entire class** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
17. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Emails to you as an individual** (not to the entire class) (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
18. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Written feedback on assignments** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
19. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Discussion participation in which the INSTRUCTOR participated in or commented on the class discussion** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
20. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Instructor recorded video or audio messages to the entire class** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
21. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Instructor recorded video or audio messages to you individually (not to the entire class)** (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)
22. An instructor's use of the following technology makes me (or would make me) _____ in an online class: **Synchronous meetings** (you meet in "live" time -- either face-to-face or on the Phone, Skype, Adobe Connect, or other technology) (*measured on a scale of 1-5 where 1 = Not at all Motivated & 5 = Very Motivated*)

Frequency of Teaching Tools

For each of the following teaching tools, how frequently should they be used in an online class?

23. The following teaching tool should be used _____ in an online class: **Online announcements on Canvas** (*measured on a scale of 1-5 where 1 = Never; 3 = Weekly; 5 = Daily*)
24. The following teaching tool should be used _____ in an online class: **Emails to the entire class** (*measured on a scale of 1-5 where 1 = Never; 3 = Weekly; 5 = Daily*)
25. The following teaching tool should be used _____ in an online class: **Emails to you as an individual (not to the entire class)** (*measured on a scale of 1-5 where 1 = Never; 3 = Weekly; 5 = Daily*)
26. The following teaching tool should be used _____ in an online class: **Written feedback on assignments** (*measured on a scale of 1-5 where 1 = Never; 3 = Weekly; 5 = Daily*)
27. The following teaching tool should be used _____ in an online class: **Discussion participation in which the INSTRUCTOR participated in or commented on the class discussion** (*measured on a scale of 1-5 where 1 = Never; 3 = Weekly; 5 = Daily*)

28. The following teaching tool should be used _____ in an online class: **Instructor recorded video or audio messages to the entire class** (*measured on a scale of 1-5 where 1= Never; 3 = Weekly; 5 = Daily*)
29. The following teaching tool should be used _____ in an online class: **Instructor recorded video or audio messages to you individually (not to the entire class)** (*measured on a scale of 1-5 where 1= Never; 3 = Weekly; 5 = Daily*)
30. The following teaching tool should be used _____ in an online class: **Synchronous meetings** (you meet in "live" time -- either face-to-face or on the Phone, Skype, Adobe Connect, or other technology)

Finishing Thoughts

31. Instructor Immediacy has been defined as an instructor's presence, personableness or approachability in an online class. What improves immediacy in an online class?
32. Is it possible for an instructor to be too immediate in an online class?
33. Is it possible for an instructor's frequent use of the teaching tools in this survey to decrease your motivation in an online class?